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ABSTRACT

This final report details the activities and outcomes of a federally sponsored Oregon project designed to address the expressed and identified needs of students with deafblindness, their parents, and the services provided to them. As a result of the project, services (including the availability of technical assistance, information, and training that addressed early intervention, special education, related services, and transitional service needs of students with deafblindness) were increased, improving outcomes for children and their families statewide. Specific accomplishments of the project included: (1) increased identification of children who are deafblind; (2) increased knowledge and application of appropriate educational evaluation for all children in Oregon who are deafblind; (3) provision of focused statewide and regional training, including an annual week-long summer institute course specific to deafblindness; and (4) provision of all services and supports in each child's home environment. The report discusses problems encountered by the project, solutions to the problems, and recommendations for future technical assistance. A chart details activities and products resulting from the project. Appendices include a list of advisory council members and a time-line for the completed activities. (CR)

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Oregon Project for Services to Children & Youth Who Are Deafblind, October 1995-September 1999 (Extended to July 2000)

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U.S. Department of Education
Final Performance Report

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Summary & Context

The *Oregon Project for Services to Children & Youth Who Are Deafblind*, (CFDA No. 84.025 [H025A50013]), was managed through the Oregon Department of Education (ODE), Office of Special Education. Project services address expressed and identified needs of students, parents, and service providers. As a result of project services, the availability of technical assistance, information, and training that addressed the early intervention, special education, related service, and transitional service needs of students increased, improving outcomes for children who are deafblind, and their families, statewide.

Project activities were implemented by project staff, including the Project Director and Coordinator, both employees with the ODE, and Regional Consulting Teachers. Each of these Regional Consulting Teachers was employed by one of eight "Regional Programs". These educational programs are funded by the ODE to support students identified with low incidence disabilities, including deafblindness. The Project purchased a specified number of days of each of the Regional Consulting Teacher's time, based on the number of regional students identified as deafblind, and their needs. This model allowed the *Oregon Project for Services to Children & Youth Who Are Deafblind* to effectively serve student's across Oregon's diverse, geographic distances by building capacity through strengthening local ability to effectively identify, evaluate, plan, and implement appropriate special education services. These services supported effective use of scarce and costly resources.

In addition to project staff listed above, the project developed collaborative partnerships with numerous agencies and statewide initiative projects during the 4 years. Most importantly, this included partnerships with the Oregon Commission for the Blind, and the state Early Intervention / Early Childhood Special Education program.

Major Accomplishments:

1. The project placed a strong emphasis on appropriate identification of children who are deafblind. Because of this focus, Oregon realized an increase of over XXX % during the 4-year grant period.
2. Increased knowledge and application of appropriate educational evaluation for all children in Oregon who are deafblind
3. Focused statewide and regional training provided based on identified needs; training included an annual week-long summer institute course specific to deafblindness. The Project experienced a 100% increase in the participation rate in this course during the 4 year grant period.
4. Oregon supports a strong "inclusionary" model in serving children with disabilities. The Project was able to provide all services and supports in each

child's home environment; 94% of children who are deafblind live in their home community, and attend school in their local school district.

Problems Encountered/Solutions

1. The Project experienced a unique "double-edge" problem in the structure of the Regional Program service delivery model. The Regional Program model has proven extremely successful as well as cost-effective in serving the needs of children with low incidence disabilities across the state. However, the initial deafblind grant award in 1995 incorporated a budget that supported a specified portion of FTE from each Regional Program; this FTE was designated for staff time to provide technical assistance to children identified as deafblind. The FTE support per Region was difficult to manage, in that the time each Regional Consulting Teacher spent as part of alloted FTE was nearly impossible to track consistently. This problem was also identified during the on-site review conducted in year #2 of the grant award. To rectify this problem, a new Regional funding structure was implemented that replaced the FTE formula with a system in which the Project purchased a specified number of days from each Regional Program. From that point on, the Project Director negotiated an annual agreement with each Regional Program to designate the number of days to be purchased on behalf of the Project. This time was based directly on the number of students identified as deafblind, and the identified needs of that Region. The deafblind consulting teacher from each Region was always involved in the annual negotiation of time needed, and responsible for documenting the provision of technical assistance during the time purchased.
2. Early during the grant award period, the Project identified challenges associated with effective transition planning (transition to post-school life) for students who are deafblind. We were seeing inconsistencies in appropriate transition planning services, and inconsistencies in the manner in which various adult service agencies were serving and supporting students. In particular, the Oregon Commission for the Blind was the agency most often involved in providing rehabilitation services to students who are deafblind. The services, unfortunately, were not always equitable across the state, as different rehabilitation counselors managed the cases of individual students. To deal with this problem, the Project collaborated with the Oregon Commission for the Blind to designate one rehabilitation counselor based in Salem that would serve all students who are deafblind. Although serving the entire state, the number of students who are deafblind and of transition age was relatively small. The one counselor could easily manage all cases even though students lived in varying parts of the state. This new "Deafblind Transition Counselor" became an active member in the Project's Advisory Council, and participated in all training sponsored by the Project. Because of this structure, we now have consistent transition planning occurring statewide.

Implications for Policy, Practice, and Research / Recommendations

The services brought to the state or Oregon through this deafblind grant have proven inordinately valuable to children who are deafblind and their families. During the 4-year grant period, all project activities focused on building local capacity. However, because of the small population of students, the incredibly diverse needs within this population, and typical turnover rates of staff at the local level, the need for on-going support and technical assistance was constant. This need is not expected to change. Without the services made available through these grant activities, the educational programs delivered to children identified as deafblind would be compromised.

As we move forward in consideration of future technical assistance needs for our state, several issues are identified as critical; Recommendations include:

1. the need to explore and implement distance learning technologies;
2. continued federal support of the Oregon Deafblind Project; these federal dollars can be used to complement the state funding supporting technical assistance provided on behalf of Oregon's children who are deafblind;
3. the need to build collaborative links with adult service agencies, including the Mental Health/Developmental Disabilities Commission;
4. the need to build better networking linkages between the 8 Regional Deafblind Consulting Teachers, allowing them better mechanisms to share information, and more readily use collegial expertise.

The attached document addressed each of the Project's goals and activities, and provides documentation of progress achieved.

FINAL REPORT

OREGON PROJECT FOR SERVICES TO CHILDREN & YOUTH WHO ARE DEAFBLIND

OCTOBER 1995 – SEPTEMBER 2000 (EXTENDED THROUGH JULY 2000)

Goal 1: The Oregon Project for Children and Youth will provide a coordinated comprehensive system of technical assistance to service providers, students and their families.

Objectives	Product/Outcome	Dates Initiated	Status	Personnel	Activity Description	Supplemental Information
Objective 1.0 Identify children and youth who are, or at risk of being, deafblind.	Increase number of children and families receiving services through the Project.	10/95 – 09/99	Ongoing	Gense, Regional Providers		
Activity 1.1 Disseminate a project brochure throughout Oregon, which provides essential information on deafblindness, eligibility criteria, the process for referral, and the services available to eligible children. Mailings include but are not limited to families and service providers in EI programs, LEAs, ESDs, hospitals, public health clinics, COPE-parent organization, etc.	Project brochures on deafblindness. An increased number of service providers and families knew about the disability of deafblindness, about the Deafblind Project and how they could access services. During the course of the 4-year grant period, the number of students identified as deafblind increased significantly (from 65 to 105).		Completed	Gense, Regional Consulting Teachers	Project brochure information expanded in November 1997, September 1998, and September 1999; information available included Project Overview, Project Questions & Answers, and Student Eligibility information. All brochures are available in English, Spanish, large print, and braille. Brochure "packets" were disseminated across the state of Oregon, with target populations including Regional Consulting Teachers, EI/ECSE Service Providers, Regional Management Team (a team comprised of each of the Coordinators of the Regional Programs which provide services to children with low incidence disabilities). and LEA staff working with identified students who are deafblind.	The Deafblind Advisory Council developed the system for dissemination of Project information. All Deafblind Consulting Teachers were trained on dissemination strategies, with suggested target populations. All teachers of students with blindness/visual impairment, and teachers of students who are deaf/hard of hearing were provided copies. The brochure information was disseminated annually in the fall, and at various workshops throughout the year.

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Activity 1.2 Disseminate information publicizing the project via existing state newsletters (SAIL, Memo to special education directors, EI newsletter, Transition Newsletter).	Articles relating to deafblindness and services available have reached over 4000 professionals and families throughout. In 1999, the Deafblind Project began a formal newsletter publication. To date, three issues have been published.		Ongoing	Gense	Project information was published in the state "Memo to Directors" throughout the grant award period (disseminated statewide), during Regional Management Team meetings, and at Regional staff meetings. A Web page, which includes Oregon Deafblind Project information, was developed and is accessible through the Oregon Department of Education home page. The Project newsletter is published three times each year.	
Activity 1.3 Attend early intervention council meetings, special education director's meetings annually, and provide information on project.	Service providers have increased their understanding of deafblindness, and how to access the support through the Oregon Deafblind Project.		Completed	Mulholland, Gense	EI/ECSE Council/ Regional Management Team presentation completed annually, with monthly updates provided during EI/ECSE Contractors' meeting and the Regional Management Team. The Project maintained on-going communication with each of the Regional Deafblind Consulting Teachers, and Regional Supervisors. Regional Vision/Deaf/HH Hearing Specialists.	'n 12/97, all Deafblind Consulting Teachers were provided a packaged "Overview of deafblindness" presentation. This presentation is used across the state to target populations identified by the Deafblind Advisory Council, and serves as a means to help educate service providers on appropriate referral of students identified or suspected of deafblindness.
Activity 1.4 Use CSPD Bulletin board on Special Net to disseminate project information	Specific information on deafblindness was shared to all Team serving students identified as deafblind.	1/.5	Activity amended, with objectives incorporated into materials dissemination activities.	Gense	A Web page for the "Oregon Project for Services to Children Who Are Deafblind" was developed and is accessible through the Oregon Department of Education home page.	
Activity 1.5 Coordinate with Data manager to include information on deafblind	Local providers and regional providers better	Annually during award period	Completed	Gense, Bull	The structure for data collection for the deafblind	The system was developed to

census in annual ED-NET child census presentation.	understood reporting requirements; developed a refined deafblind census system.				census was changed in April, 1997, with information cross-referenced between each Regional Program with the December 1 special education count. The new system provided a more accurate identification of students who are Deafblind. The new system, and supported through intensive "identification" efforts across the state, provided a significant increase in the number of children identified as Deafblind from 1995-1999.	appropriately identify children who are Deafblind, and is supported through the training activities on appropriate identification of children who are Deafblind. It utilizes a database that also reflects student and family information, service provider information, and Regional listings. This information is used in Project dissemination activities and for Parent "networking" activities.
Activity 1.6 Distribute brochures and project information at three state conferences.	Increased number of parents and service providers that understood the project and services available. Supported statewide training on appropriate identification and referral of students who are Deafblind.	Completed annually from 10/95-09/99	Completed	Gense, Regional Providers	Conferences in which information was disseminated included Oregon Department of Education Summer Institute (annual) ; O&M Summer Certification program, July, 1997-1999; COSA New Administrator's Conference (annual); AER Vision Conference (annual), 1998; Fall Supported Education Conference (annual); Regional Low Incidence conferences (annual in each region); Parent advocacy conference (annual).	
Activity 1.7 Collect census information on eligible children and youth and complete Federal child count report.	Children who are deafblind were followed to ensure services were provided.	Completed annually during award period	Completed	Gense, Bull	Annual census information was completed by May of each year during the award period.	The structure for data collection for the deafblind census was changed in April 1997, with information cross-referenced between that provided by each Regional Program with the

						December 1 special education count. The new system, along with statewide ongoing training on appropriate identification and referral of students who are Deafblind provided a more accurate identification of students, with a significant increase of identified students who are deafblind during the four-year award period.
Activity 1.8 Review child census information and use it to assist in projecting and developing project goals for the following year at the spring advisory meeting.	Data on age, location, placement was compiled. Based on results, project goals, objectives or activities, outcome was changed to best reflect need.	Completed annually during award period	Completed	Deafblind Advisory Council, CSPD Team	Deafblind Advisory Council met at least two times/year. Subcommittees were formed, with responsibilities to evaluate ongoing statewide needs and make recommendations for activities related to the Project. Additionally, the state CSPD Team reviewed Project goals and objectives and provided input and recommendations for future activities. These efforts provided the data the Project used to drive all training activities completed each year.	Present Subcommittees of the Oregon Deafblind Advisory Council include: • Family Support • Transition • Training Each of these subcommittees met throughout the year, and provided recommendations to the Deafblind Advisory Council, and to the Regional Management Team.
Objective 2.0 To develop and maintain a cadre of in state expertise.	Students and families with disabilities will have access to well-trained staff.	10/95-09/99	Completed/ Ongoing	Gense, Regional Providers		
Activity 2.1 Collaborate with other project directors on the CSPD team, the regional providers, and local district staff to identify an array of consultants and experts in the areas of deafblindness, vision, hearing, communication, orientation and mobility, assessment and program	Compilation of names of in-state and out-of-state consultants who were available for technical assistance was developed and disseminated statewide annually.	Completed annually	Completed	Gense, CSPD Team	ODE maintains an updated database of names, addresses and areas of expertise. This information was updated annually, and disseminated to Regional Consulting Teachers, individual student teams, and	The Deafblind Project worked closely with each of the Regional Programs serving students with low incidence disabilities in updating a listing

development, EI, transition, technology, supported education, family support, collaboration, educational reform, etc.					families upon request. Requests for technical assistance were processed through the Regional Programs, or via ODE support. All technical assistance requests were met through local or in-state support when possible. The Project supported numerous out-of-state consultations during the grant award period. These consultants worked collaboratively with in-state consulting teachers to enhance appropriate service delivery models.	of in-state consultants available to provide technical assistance support to Teams working with students who are deafblind.
Activity 2.2 Provide a directory of the above consultants to local school districts and regional programs.	Directory. Local access of people to provide technical assistance.	Completed annually	Completed	Gense'	Regional Consulting Teachers were provided with a directory of consultants available for technical assistance. This information was disseminated through Regional staff meetings to other Specialists working with students who are Deafblind.	
Activity 2.3 Provide incentives for teachers to participate in state, regional/national conferences, workshops, release days for planning time or to use for consultant work group.	More teachers participated and gained skills and knowledge in current best practices.	Completed annually	Ongoing	Gense, CSPD	The Oregon Deafblind Advisory Council assisted in the development of a budget that provided support for participation on state, regional, and national conferences and workshops. Each year, statewide conferences were held to address specific topical priorities identified by the Advisory Council, as identified the Appendix A. Professionals, paraprofessionals, and families working with students who are deafblind attended the workshops. Regional workshops were provided in all 8 state Regional Programs.	A complete listing of workshops/conferences attended, participant names, and conference dates is available upon request. A summary is provided in Appendix B.

					A weeklong course focusing on deafblindness was conducted during the Oregon Summer Institute in 1997, 1998, and 1999 . Individual consultations, with supporting workshops were provided to 6 Regional Programs and the Oregon School for the Blind. Teachers were provided the necessary release time. The Project supported family and staff participation in numerous state, regional, and national conferences during the grant award period (see Appendix B).	
Activity 2.4 Coordinate with Western Oregon University to annually offer a graduate level distance-learning course on deafblindness.	An increased number of teachers and other service providers gained knowledge in the area of deafblindness.	Amended	Amended: removed distance learning component	Gense, CSPD	In 1997, this activity was amended to provide a weeklong course at the Oregon Summer Institute, with Western Oregon University course credit made available to course participants. This course has been provided annually since that point.	The names of Summer Institute participants are available, as is the course syllabus and credit information, upon request.
Objective 3.0 Identify and train team members across the regions in collaborative team assessment, program development and implementation.	Students and families gained greater benefit from transdisciplinary assessments and program planning	Completed annually	Continuing	Gense, Regional Consulting Teachers		
Activity 3.1 Identify collaborative teams, from regional and local EI/ECSE and school programs, to participate in state training coordinated with the CSPD.	Collaborative teams of local and regional providers have been developed	Completed annually	Completed	Gense	Collaborative teams were developed regionally for each student identified as Deafblind. The Regional Deafblind Consulting Teacher served either directly or consultatively as part of each team. Training for the Deafblind Consulting Teachers was provided by the Project, with Regional training needs identified by Technical Assistance Requests facilitated by each Consulting Teacher.	

Activity 3.2 Collaborate with Arizona and Idaho to develop a training model.	A training plan was designed.	12/95	Completed 1/96			
Activity 3.3 Conduct one-week course for teams at the supported education Summer Institute.	Providers and families have gained new competencies in best practices. The Summer Institute course has proven to be a major contributor for dissemination of best practice; we have experiences a steady growth in the number of participants in this weeklong course since its inception.	7/97; 7/98; 7/99	Annually since 1997	Gense, CSPD Team	A weeklong course focusing on deafblindness was offered each year since 1997; course content was identified through evaluation of annual needs assessment. Follow-up activities are ongoing.	A listing of course participants for each Summer Institute course is available.
Activity 3.4 Follow up needs assessment throughout the year with team participants.	Data has been collected and analyzed, and continues to inform project planning and implementation strategies	Completed annually	Completed	Gense, CSPD Coordinator	Professional and family needs assessment were conducted at least 1x/yr. Needs data was collected at the Deafblind Advisory Council meetings, with follow-up conducted Regionally and in LEAs. Needs assessment data were also gathered through surveys published in the Project newsletter, and through separate needs assessment surveys. The Project Training Subcommittee of the Deafblind Advisory Council reviewed data generated from all needs assessment and made recommendations for ongoing training. All training activities, including the course offered during the Summer Institute was developed in response to identified needs.	
Activity 3.5 Provide pre-conference workshops on issues relating to deafblindness at the Strategies Conference on Supported Education (Nov.) and the Oregon Conference (Feb.).	A larger number of providers and families participated in sessions and gained skills in best practices.	Completed through 1997; amended and incorporated into other statewide	Completed	Gense, CSPD Coordinator	The Deafblind Advisory Council determined that beginning with the 1997-1998 school year, these conferences were not well suited to disseminate	Focus for deafblind issues was included in Regional workshops, the Oregon Summer Institute, through

		training beginning in December, 1997 because the Supported Education Conference and Oregon Conference were eliminated at that point and incorporated into the Fall Administrator's conference, and the statewide IDEA seminars.			information regarding deafblindness. In 1997, both conferences were eliminated. The target populations to receive information were better reached through Regional meetings, specific workshops relating to deafblindness, and through the Oregon Summer Institute. Training was continued through these existing workshops, and through state AER sponsored conferences. The Deafblind Project Coordinator visited each of the 8 Regional Programs during the school year, meeting Regional staff.	Regionally based workshops, conferences, and through individualized consultations.
Activity 3.6 Develop a replication model for additional team training	Process which to continue developed team training. The replication efforts were implemented statewide	Completed annually	Completed	Gense, Regional Consulting Teachers	Replication of successful training of individual student IEP Teams was encouraged through course content at workshops and conferences, with follow-up contact provided to all team members. A rural Demonstration Classroom site was developed in La Grande, Oregon, with partial support being provided through the Oregon Deafblind Project. Since 1998, this program has served as a training site for other IEP Teams working with students who are deafblind who are served in rural settings throughout the state of Oregon.	
Activity 3.7 Develop a cadre of mentors to assist in ongoing training at the regional and local level.	A list of mentors was compiled to assist in future training. The Project had few requests for mentors.	Completed annually	Completed	Gense, Regional Providers	The Deafblind Advisory Council was represented by an adult who is deafblind; through him and the Family Support Subcommittee, mentors were identified in Oregon, throughout the	The project found little response to the need for mentors during the award period. A more functional mentoring system was

					Northwest, and nationally. Regional Deafblind Consulting Teachers were kept current with services available through Helen Keller National Center, and received support in developing appropriate mentors for students served in the Region.	developed for the 1999-2003 Oregon Deafblind Project.
Objective 4.0 Deliver technical assistance, consultation and support to families and service providers of children and youth who are deafblind.	Children and youth have more comprehensive programming.	10/95-09/99	Completed	Gense, CSPD Team, Regional Consulting Teachers	Ongoing	
Activity 4.1 Conduct a needs assessment with families and local and regional service providers to identify desirable competencies relating to best practices in the area of deafblindness.	Needs data were compiled to assist advisory board in project recommendations.	Completed annually	Completed	Gense, Regional Consulting Teachers	Regional service providers completed needs assessment annually, with the results compiled by the Training Subcommittee of the Advisory Council. The Subcommittee developed a tiered training agenda that incorporated the identified training needs among 3 target groups, which encompassed "levels" of recommended background relative to deafblind services. This structure is being utilized for existing training planning.	
Activity 4.2 Disseminate DB-Link brochures to all providers and families on an annual basis.	Families and providers have access to information bank of local and national resource information.	Completed annually	Completed	Gense	Ongoing during the award period. Training on access to DB-Link materials via the Internet was provided to Regional Deafblind Consulting Teachers. This information was also shared with family members and individual student IEP Teams through the statewide and regional training offered by the Project, and through our publications.	The Project uses information maintained in a database, in conjunction with the data maintained as part of the state Deafblind Registry, for dissemination of Project information; this included information made available through DB-Link.
Activity 4.3 Disseminate Deafblind newsletters from other state and national projects to local providers and families (for ex.	Newsletter dissemination provided parents and local providers access to	Completed annually	Completed	Gense, Regional and Local Providers	This information was shared with Deafblind Advisory Council members at all	

DB Perspectives, HKNews-TAC)	information on best practices in the area of deafblindness. The information gathered also informed content of the Oregon Project's newsletters.				meetings during the award period. Individual Regional Consulting Teachers were responsible for disseminating appropriate information to IEP Teams working with students who are deafblind.	
Activity 4.4 Provide technical assistance at an individual child level- o Identify a service coordinator within one week for any student referred for services o Complete a comprehensive evaluation on each newly referred student o Collaborate in the development of an action plan, IFSP or individual education program for each eligible student o Evaluate the Outcome of the above plan and use the information for future recommendations and program plans	Students and families received timely and effective technical assistance that was individually tailored to meet student needs.	Completed annually	Completed	Regional and Local Providers, Gense	Student identification, evaluation, and program development was handled Regionally, across the 8 Regional Programs in Oregon. Additionally, the Schools for the Blind served students who are deafblind. Each followed state regulatory requirements for student identification, evaluation, and program development. Any IEP Team member could make individual requests for technical assistance support. Wotj requests for technical assistance facilitated through the Deafblind Consulting Teachers, who worked cooperatively with the Project Coordinator in meeting the requests as necessary.	Regional Programs and Special Schools serving students who are deafblind include: • Columbia Regional • Eastern Oregon Regional • Southern Oregon Regional • Mid-Oregon Regional • Central Oregon Regional • Lane Regional • Linn-Benton Regional • Northwest Regional • School for the Blind • School for the Deaf *Numbers of students served in each is available.* *Individual Technical Assistance Requests, and consultation provided is available.*
Activity 4.5 Provide technical assistance at a district, regional or state level- • Training based on the needs assessment data will be provided via Ed-Net, summer institutes, on-site consultation, and in-service training.	Providers and families received information, gained knowledge and skills in providing services to children who are deafblind	Completed annually	Completed	Gense, Regional Consulting Teachers, Consultants	All technical assistance activities were based on identified needs, and on student specific requests. Technical assistance requests were met locally, with Regional and/or out-of-state support provided as necessary when the request was not capable of being met locally. All technical assistance activities had an evaluation	A listing of all technical assistance activities, dates, and participants are available.

					component, with follow up assessment of impact maintained.	
Goal 2: To promote transition services for students who are deafblind between the ages of 14 through 21.						
Objectives	**Product/Outcome**	**Dates Initiated**	**Status**	**Personnel**	**Activity Description**	**Supplemental Information**
Objective 1.0 Service coordinators will provide information to and participate with school teams and families in order to ensure that the following occurs for transition-aged students who are deafblind.	Activities for transition training are focused. Reduction in Duplication of effort in training.	10/95- 09/99	Completed	Gense, CSPD Team, Transition Project Director, Regional Providers		
Activity 1.1 Collaborate with the Oregon Transition System Change Project	The training efforts included in annual statewide "transition" workshop included deafblindness related information. The Transition Systems Change Project was eliminated in September, 1997	Completed annually through 09/97	Completed	Gense, Oregon Transition Project staff, Oregon Commission for the Blind (Oregon Transition Project ended in September 1997)	Information was shared through dialogue at CSPD meetings. Information on training was disseminated to Regional Providers. Information was disseminated directly to families and student IEP Teams.	
Activity 1.2 Invite representatives from the County Mental Health case management program and the Oregon Commission for the Blind to participate in the development of programs for transition age students.	Appropriate representatives are were invited to participate in meetings to support students and families. The Oregon Commission for the Blind now has a Transition Counselor that works directly with each Oregon student who is deafblind and of transition age.	Completed annually	Completed	Gense, Regional Providers, Oregon Commission for the Blind Transition Counselor.	The Project worked cooperatively with the Commission for the Blind, to identify a counselor to work with all transition age students (age 14+) who are deafblind in Oregon. The Transition Counselor attended all IEP meetings for eligible students, and assisted IEP teams in the development of appropriate transition goals.	The Transition Counselor from the Commission for the Blind attended numerous training workshops that have focused on the unique needs of students who are deafblind. He became an active advocate for students, and greatly enhanced the transition "system" for students who are deafblind. This Counselor is an active member of the Deafblind Advisory Council and the Transition Subcommittee of the Council.

Activity 1.3 Students' IEPs address needed transition requirements as identified in the IDEA.	All students had transition plans that were person centered and family and student focused.	Completed annually for appropriate students	Completed/ Ongoing	Regional Providers	Over the course of the award period, approximately 40 students who are deafblind had individual transition plans as part of their IEP, as mandated by Oregon state regulations.	
Activity 1.4 Information will be disseminated by the regional providers about resources, potential Outcome for transition services, and strategies for achieving these Outcome.	Students and families had information on transition that was reflective of best practices. This information was used in the development of each student's IEP	Completed annually for students of transition age	Completed/ Ongoing	Gense, Regional Providers, Commission for the Blind Transition Counselor	The Transition Subcommittee of the Deafblind Advisory Council developed protocol for transition planning for all students who are deafblind. Training was be provided to all Regional Deafblind Consulting Teachers.	The transition planning was conducted in cooperation with the Oregon Commission for the Blind, the primary adult service agency in the state of Oregon that serves adults who are deafblind, and through technical assistance activities facilitated through NTAC.

Goal 3: Offer a comprehensive array of technical assistance to support families of children who are deafblind.

Objectives	Product/Outcome	Dates Initiated	Status	Personnel	Activity Description	Supplemental Information
Objective 1.0 Provide families support and technical assistance for transition .	Families understand the process of PCP and programs for students reflect desired future hopes and dreams.	Completed annually	Completed	Gense, Oregon Transition Project		
Activity 1.1 Provide training on person-centered planning approaches emphasizing family involvement.	An increased number of families understood the process of PCP and programs for students reflect desired future hopes and dreams. This information was used in the development of the respective student's IEP	Completed annually	Completed	Gense, Regional Consulting Teachers, Oregon Transition Project	Regional Transition Workshops were provided throughout the state, with participation from individual student IEP Teams serving students who are deafblind. A content area addressed in the workshops included appropriate person-centered planning.	
Activity 1.2 Provide transition training to families of children which focuses on a range of transitions (age, educational and	Families increased the competencies needed to move through transitions	Completed annually	Completed	Gense, Regional Consulting Teachers,	Regional Transition Workshops were provided throughout	The Oregon Project has worked collaboratively with

residential placements, grade level, etc.) for children who are deafblind.	planning for their children. This is, however, and continuing area of need.			Commission for the Blind Transition Counselor, ODE Transition Specialist	the state; family participation has been poor. Two of the Subcommittees of the Deafblind Advisory Council identified increased family training opportunities as a priority for students who are deafblind.	the Commission for the Blind to develop better information dissemination systems that provided appropriate "transition" information to families. The transition to adult services was identified as a priority need by the NTAC sponsored Deafblind Stakeholders meeting. Technical assistance was provided in this area; it continues to be a high-need area.
Objective 2.0 Technical assistance and training services are offered in a variety of formats to accommodate family participation.	Families receive information and support.	10/95 – 09/99	Completed and ongoing	Gense, Regional Consulting Teachers	Ed-Net, local cable access, and workshop format. The transition newsletter is disseminated to Regional Consulting Teachers.	
Activity 2.1 Provide incentives for families to participate in state, regional and/or national conferences and workshops.	The Project supported numerous families' participated in local, regional, and national training (see Appendix B for listing.). During the grant award period, two different parent retreats were scheduled; both were cancelled because of limited response. The Project is continuing to develop more appropriate strategies to support families across the state.	Completed annually	Completed	Gense, Regional Consulting Teachers, Parent Liaison	The Project helped support families to attend the biennial National Deafblind Conference , numerous state workshops, the state COPE WagonWheel conference, numerous topical conferences (CHARGE, STICKLERS, etc.) "Family participation" was identified as a priority need by the Deafblind Advisory Council. The Project communicated with the NW Representative from the National Family Association for Deafblind, with the Helen Keller northwest Regional Representative, and with the	

					state Parent Advocacy organization (COPE).	
Activity 2.2 Dissemination of information identified in training activities.	Statewide dissemination of information was conducted after each supported conference or workshop. For most activities, families receive information on best practices even when they were unable to participate in person.	Within two months of supported workshop	Completed	Gense, Regional Providers	Ongoing. Efforts to share information with family members was made through the use of videotapes, newsletters, through the Oregon Deafblind Project Website, and through sharing of training and resource materials. Regional Deafblind Consulting Teachers had ongoing contact with families of students who are deafblind, and provided information upon request. Parents were provided with a listing of materials available through the Oregon Deafblind Resource Library on an annual basis.	

Goal 4: Develop and maintain collaborative relationships with external consultants and agencies providing training and resource materials in the area of deafblindness.

Objectives	Product/Outcome	Dates Initiated	Status	Personnel	Activity Description	Supplemental Information
Objective 1.0 Coordinate and collaborate with local, regional and national agencies supporting students with disabilities.	The project encompassed a wide variety of training activities by collaborating with other projects. Reduction in duplication of training activities.	10/95 – 09/99	Ongoing	Gense, CSPD Team, Regional Consulting Teachers		
Activity 1.1 Attend TRACES regional project directors meetings, and OSEP Project Directors' Meeting.	The Project Coordinator participated in training initiatives throughout the region and country, as did numerous Consulting Teachers. The Oregon project collaborated with these initiatives to support training of staff and families whenever possible	Completed annually	Completed	Gense, Deafblind Consulting Teachers	The Oregon Project supported staff participation at numerous regional and national deafblind workshops, including all sponsored by NTAC and the annual Project Director's meeting. This information was disseminated statewide upon return.	Information shared during these meetings was disseminated to all Deafblind Consulting Teachers, who in turn disseminated information regionally.
Activity 1.2 Participate as a team member on the CSPD, SE, and 21st Century school teams in weekly meetings to share information about the project and plan	Greater collaboration between projects. 307.11 funds were used more effectively, with training	Completed annually	Completed	Gense	Ongoing. ·ODE CSPD Team meets at least 1 time/month	

and coordinate training with other project directors.	provided in a cost-effective manner.				Participation in this team included representatives from EI/ECSE, Transition, Low Incidence Disabilities. Activities were collaborative, and supplementary training opportunities statewide were encouraged.	
Activity 1.3 Include the project directors for Oregon's Technology Task Force, Transition Project, SEA In-service Training Grant and EI/ECSE in the design and development of the topical content for the summer institute.	The training provided was consistent with current best practices across the areas.	Completed annually	Completed	Gense	Summer Institute course on deafblindness was offered in 1997,1998, and 1999 with credit available through Western Oregon University.	Course participant list and evaluation information is available
Activity 1.4 Collaborate with team members in the early childhood special education transition project, which are developing local procedures for improving transitions from early childhood special education to school programs.	Increased capacity for children and families to receive seamless programs even during times of transition.	Completed annually	Completed	Gense	Annually, EI/ECSE ODE staff was involved in planning for transition from EI/ECSE services to school programs; training for appropriate transition to school programs, and in appropriate ongoing identification and program development. Targeted audiences for training included Regional Vision and Deaf/HH Specialists, and EI/ECSE Service Providers.	
Objective 2.0 Maintain an advisory group for the Oregon Project for Services to Students who are deafblind.	Grant activities reflect what needs to be addressed for children who are deafblind and their families to receive quality services.	10/95 – 09/09	Completed	Gense		
Activity 2.1 Solicit representatives from rural and urban areas of the state, SEA/CSPD, higher education, parent groups, LEAs/ESDs, national agencies/or projects, and special schools.	Broader representation on advisory group provided recommendations so the project could have greater impact and better Outcomes.	Completed annually	Completed	Gense, Mulholland	The Oregon Deafblind Advisory Council meets at least 2 times/year, with additional Subcommittee meetings held at least 2 times/year. Advisory Council members included representatives from all Regional Programs (serving both urban and rural areas), two parents, an adult who is deafblind, Commission for the Blind Transition Counselor,	The Advisory Council added another Parent Representative in February 1998.

					NTAC representative, and both the School for the Blind and School for the Deaf.	
Activity 2.2 Meet a minimum of two times each year to seek advice and recommendations on project design and ongoing implementation.	Agenda, minutes, action plan were based on recommendations.	Fall and Spring annually during award period	Completed	Gense	Meetings were held Fall and Spring of each year during the award period.	Meeting agendas, including training provided, is available for all meeting dates.
Activity 2.3 Use alternative methods for input on an as needs basis (ED-NET, teleconference, Internet).	Members gave input through alternative methods allowing for full group participation.	Completed annually	Completed	Gense	Ongoing. Training for use of the Internet as an information-gathering tool was provided to Advisory Council members as needed. Many of the Subcommittee meetings are conducted via teleconference calls.	A Web page that includes Oregon Deafblind Project information was developed, and is accessible through the Oregon Department of Education home page.
Activity 2.4 Disseminate information on a quarterly basis to all advisory group members.	Members had up-to-date information on deafblindness.	Completed annually	Completed	Gense	Ongoing. All Advisory Council members received information on an ongoing basis.	
Activity 2.5 Provide meetings in an accessible location with audio and visual accommodations as needed to ensure full participation of members.	This allowed members who were hearing-impaired to participate.	Completed annually	Completed	Gense	The ODE Boardroom was available to meet this need. Sign Language interpreters were hired to provide access to Advisory Council members requiring sign interpretation. Materials were available in braille and/or large print as necessary.	The Oregon Department of Education, Office of Special Education, purchased a portable Assistive Listening System, available for all meetings. The Oregon Department of Education has a braille production system capable of providing braille materials upon request. Sign Language interpreters are contracted through Deaf and Hard of Hearing Access Program (DHHAP).

Objective 3.0 Solicit consumer input in the design and development of grant activities.	Consumer input expanded the project design and development.	Completed annually				
Activity 3.1 Recruit a consumer for participation on the grant advisory group.	Consumer added to advisory group.	4/97	Completed	Gense, Regional Providers	An adult who is deafblind was added to the membership of the Deafblind Advisory Council, as was an additional Parent Representative.	The Project continues to recruit more involvement from adults who are deafblind, and worked with the Oregon Commission for the Blind and the Portland based Independent Living Center in this effort.
Activity 3.2 Conduct focus groups to gain input on grant activities and implementation as needed.	Focus group input expanded on the nature of the technical assistance, how it is implemented and how it is evaluated. These groups were facilitated through the twice-annual Advisory Council and Working Group meetings, and the subcommittee meetings of these two organizations.	Activity format changed	Completed	Gense, Mulholland	The Deafblind Advisory Council and the Regional Management Team provided recommendations about Project activities, and served as the primary focus groups providing input. The Project also worked collaboratively with the State Deafblind Stakeholders, facilitated through NTAC.	
Goal 5: Conduct formative and summative evaluation of the project.						
Objectives	**Product/Outcome**	**Dates Initiated**	**Status**	**Personnel**	**Activity Description**	**Supplemental Information**
Objective 1.0 The project will conduct a process evaluation to determine whether or not project activities are being implemented in a timely and efficient manner.	The project is evaluated using both qualitative and quantitative data. Decisions are made based on evaluation.	8/97	Ongoing	Gense, Regional Consulting Teachers, CSPD Team		
Activity 1.1 The project staff implement the evaluation plan.	GANNT Chart and narrative evaluation measures were used to inform future technical assistance activities.	Completed annually	Completed	Gense	Ongoing. The Project used formal evaluation processes to track the impact of technical assistance activities conducted since April, 1997. Data was gathered and interpreted to inform decisions regarding all technical	Technical assistance provided to individual teams serving students who are deafblind were also evaluated within each Regional Program providing the service. The information and

					assistance activities.	data gathered from current evaluations was reviewed by the Deafblind Advisory Council and the Regional Management Team, and used to help planning of Project activities.
Activity 1.2 Compare Outcome with those proposed.	Completed evaluation plan.	Completed annually	Completed	Gense	Ongoing. Additionally, Project staff participated in NTAC sponsored workshops focusing on evaluation. The Project began a formal evaluation process to track the impact of technical assistance activities conducted since April 1997. This process continues, and helps to inform current activities.	
Objective 2.0 Project training efforts and products will be evaluated in terms of their usefulness.	Data compiled on impact of training.	Completed annually	Completed	Gense, CSPD Team		
Activity 2.1 All training activities will be evaluated to determine the value of the training provided.	Process, training and outcome data generated a menu of training activities based on needs.	Completed annually	Completed	Gense, Regional Consulting Teachers	All training activities had an evaluation component. The Project also worked with NTAC staff in developing and implementing appropriate evaluation measures of Project activities.	
Activity 2.2 Needs assessment information will be gathered to identify further needs of participants.	A compilation of needs identified to direct project activities.	Completed annually	Completed	Gense, Regional Consulting Teachers, Regional Management Team	Needs assessment was conducted through the Deafblind Advisory Council, with representation from across the state. The Deafblind Advisory Council and the Regional Management Team reviewed	

					all evaluation information, providing ongoing recommendations for Project activities.	
Objective 3.0 Outcome evaluation data will be gathered across four levels to assess the overall impact of the project.	Evaluation of project is complete. Reported in progress reports.	Completed annually and reported in progress reports	Completed	Gense	Evaluation data was analyzed annually	[redacted]
Activity 3.1 Individual case studies will be used to identify changes and improvements for performance based technical assistance for specific children and youth who are deafblind.	Student specific information was used to determine technical assistance needs on an annual basis	Completed annually	Completed	Gense, Mulholland, Regional Consulting Teachers	Evaluation case studies ere conducted for all technical assistance activities provided since April, 1997; follow-up review and analysis was conducted by the Deafblind Advisory Council and the Regional Management Team.	
Activity 3.2 Data from families will be gathered to identify the level of support they have gained from the project.	Technical assistance evaluation form.	Completed annually	Completed	Gense, Regional Consulting Teachers	Family evaluative and needs assessment was conducted annually.	The Deafblind Advisory Council, with follow-up to occur with the Regional Management Team, reviewed data collected, and used this information in developing technical assistance activities.
Activity 3.3 Data from service providers will identify the Outcome of specific training. Participants' gain of knowledge and skills and implementation of knowledge and skills.	Evaluation data used to inform decisions regarding technical assistance.	Completed annually	Completed	Gense, Regional Consulting Teachers	Ongoing. Data was reviewed during the Advisory Council meetings.	
Activity 3.4 Team functioning and collaboration will be evaluated through compilation of survey information and/or focus groups throughout the project.	Evaluation data collected on effectiveness.	Completed annually	Completed	Gense, Regional Consulting Teachers	Evaluations from participating team members was reviewed at Deafblind Advisory Council meetings, and by the Regional Management Team.	The information gathered from the evaluation measures informed decision regarding all grant activities, and was used in the development of the deafblind grant application for 1999-2003.

APPENDIX A

OREGON DEAFBLIND ADVISORY COUNCIL
1995 - 1999

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APPENDIX A

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APPENDIX B
1995-99 Oregon Deafblind Project Final Report Activities

1996-97

December 17, 1996
Deafblind Working Group Meeting, Salem, Oregon

January 1997
Letter sent to Janet Gallagher, Independent Living Resources, Portland, Oregon, initiating collaborative efforts on "transition" to adult services for students who are Deafblind.

January 22-24, 1997
Training: "Building Capacity for Seamless Service", Sparks, Nevada
Participants: Jay Gense, Barbara Torrey, and Dennis Crepeaux

April 1997
Wagonwheel Conference, Bend, Oregon
Participants: Ron & Shaunie Schmoll, Cindy Kilfoy, Jim LaFrance, and Lynne Lee

April 8, 1997
Training: "Utilizing Routines and Activities as a Context for Intervention/Educational Planning and Implementation", Salem, Oregon
Presenter: Kat Stremel, NTAC

April 9,1997
Deafblind Working Group Meeting, Salem, Oregon

1997-98

October 1997 - June 1998
Deafblind Project will support the development of a demonstration classroom serving students who are Deafblind and/or multi-sensory impaired. In addition, the Deafblind Project is providing funding to support service provider incentives, which benefit students in the region who are Deafblind.
La Grande, Oregon

October 1997
Deafblind Project contracted with Terry Rafalowski-Welch to:

1. Provide 5 days of consultation services to IEP team members working with Deafblind students in Oregon by:
   - Classroom observations
   - Work with classroom teachers on the development of appropriate educational strategies

- Meet with IEP team members to discuss educational strategies and possible follow-up activities.

November 1997

Contracted with Lewis Birdseye to initiate parent "networking" in Oregon:

- Discuss Oregon Deafblind Project services, including those available to families in Oregon
- Make families aware of resources available
- Explore their desire for further information
- Explore their interest in participating the Parent Retreat on November 6-8, 1998.
- Explore their interest in "networking" with other families.
- Informally assess their "needs" relative to understanding and working with their child who is deafblind.

December 1997

Deafblind Project Stakeholder Meeting, Salem, Oregon
Identifying "needs" of Deafblind persons from birth through adult.
Technical assistance to help us develop strategies to meet some of the needs.
Facilitator: JoAnn Enos, NTAC

December 4-5, 1997

Deafblind Working Group Mtg., Salem, Oregon (Dec. 4th)
Training: "Hand In Hand: Essentials of Communication and Orientation and Mobility for your Students who are Deafblind", Salem, Oregon (Dec. 5th)
Presenter: Terry Rafalowski-Welch

February 1998 - November 1998

Contract with COPE to provide management of Parent/Family support activities of the Oregon Deafblind Project by:

- Hiring of Parent Liaison to develop parent network system
- Conduct a parent weekend retreat
- Provide parent participation in conference/workshops.

March 1998

Training: "The Active Learning Approach", Des Moines, Iowa
Presenter: Dr. Lillie Nielson, Ph.D.
Deafblind Project sent 2 staff members from Crook/Deschutes ESD.

March 11-13, 1998

Deafblind Project provided Deafblind specific training for 3 staff members at Jackson ESD.

April 1998

Formed a sub-committee and met to develop the "Deafblind Consulting Teacher Competencies", Portland, Oregon
Participants: Jay Gense, Tambra Slack, Karen Phifer, Lynne Lee, and Kristine Christensen.

April 1998

Contracted with Lynne Lee-Lansdon:

- Coordination of the Deafblind strand for the Wagonwheel conference (April 17-19).
- Work in cooperation with the Deafblind Coordinator in providing overview and resource information regarding the identification of deafblindness to appropriate educational and medical service providers.

April 6-7, 1998

Workshop: "Biobehavioral States - How to Assess Children and Modify Educational Programs", Reno, Nevada
Participant: Jay Gense

April 7-8, 1998

Deafblind Project provided Deafblind specific training for 1 staff member at Lane Regional Program.

April 17-19, 1998

Wagonwheel Conference, Bend, Oregon
Participants: Victoria Barnhart, Lewis Birdseye, Jay Bristow, Donna Crain, Don Dorman, Wendy Friedman, Kathy Godard, Sherry Hamilton, Susanne Harris, Teresa Heidt, Michelle Kellner, Marie Lutz, Cynthia Miller, Bobbie Spencer, Marcus Torres, Susie Valdes, Susan White, and Nancy Judge's workshop on the deafblind strand.

May 1998

Sent out information on Usher Syndrome to all Regional Audiologist as well as the project brochures.

May 7-8, 1998

Deafblind Working Group Meeting, Salem, Oregon (May 7th, ½ day)
Training: "Assessment of "Foundational" Communication Skills" (May 7th, ½ day and May 8th, all day)
Presenter: Kat Stremel, NTAC
(DB Project supported 1 additional staff member, in addition to the DB Consulting Teacher, from Lane Regional Program.

May 28, 1998

Satellite Training: "The Use of FM Systems with Children who are Deafblind"
California Deafblind Services

June 19, 1998

Satellite Training: "Visual Impairment & Students with Severe Neurodevelopmental Disorders: Facilitating Visual Potential" (Downlink and Taping)

July 1998

Deafblind Project supported Andrea Ferree (DB student), her father, Rick and interpreter, Amy Fehrenbacher, to attend the national AADB Conference.

July 27-31, 1998

Summer Institute '98, Bend, Oregon
DB Project supported participants in the Deafblind course, which included teachers, assistants, and parents.

1998-99

July 1998 - June 1999

Deafblind Project started purchasing books, videotapes, and training manuals for regional libraries (with Deafblind Consulting Teachers).

October 6, 1998

Brainstorming session on:

- Community Training and Awareness
- Parents/Paraprofessionals
- IEP/IFSP Teams
- Kids who are Deafblind
- Consultants

The team looked at present strengths, present vulnerabilities, needs, and suggested activities.

October 7-8, 1998

Deafblind Working Group Meeting, Roseburg, Oregon (Oct. 7th, all day)
Training: "Biobehavioral Assessment" (Oct. 8th, all day)
Presenter: Millie Smith, Texas DB Outreach Services

APPENDIX B
1995-99 Oregon Deafblind Project Final Report Activities

October 1998 - June 1999

Regional ESD contracts

Union/Baker ESD

- Training provided by Janet Stevely, focusing on transition planning and personal planning for students who are Deafblind.
- Continue support of Effective Practice Site.

Willamette ESD

- Support the participation of Regional Occupational Therapists in the Idaho Deafblind Conference, "How Does Your Engine Run."
- Support the participation of paraprofessionals, Vision/Hearing specialists, and teachers of up to 10 students who are deafblind in ½ day workshop focusing on communication skills.
- Support staff participation in technical assistance activities developed for students who are deafblind.

Lane ESD

- Support staff participation in "HANDLE Institute" training conducted on behalf of 1 student who is deafblind.

January 25, 1999

Training: "Communication Assessment", Salem, Oregon (follow-up training)
Presenter: Kat Stremel, NTAC

June 1999

Provided additional funds to regional programs (3140s)

July 26-30, 1999

Summer Institute '99, Bend, Oregon
Training: "Understanding Deafblindness: An Introduction to Intervention"
Presenter: Joyce Olson

August 9 - 11, 1999

Training: "Active Learning for Individuals with Multiple Disabilities", Anchorage, Alaska
Presenter: Dr. Lillie Nielsen, Ph.D.
Deafblind Project supported 1 staff member from each region to attend this training.